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ABSTRACT

The evaluation study was undertaken to measure the progress of 15 elementary and secondary career education projects funded by the Rhode Island State Department of Education for 1974-75. Information was obtained from project proposals, teacher questionnaires, onsite observations of classroom activities, and conferences with teachers and administrators. The data are displayed in tables that allow for comparison among the projects and capsule comments appear for each of the projects. Evaluation instruments are appended. (NJ)

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EVALUATION

of

FIFTEEN RHODE ISLAND

CAREER EDUCATION PROJECTS

for the

RHODE ISLAND DEPARTMENT OF EDUCATION

BUREAU OF GRANTS AND REGULATIONS

F.Y. 1975

VT-102-323

by

New England
Resource Center
for Occupational Education
44 Brattle St., Cambridge, Mass. 02138
(617) 547-4300

May 16, 1975

CE 005834

New England
Resource Center
for Occupational Education
44 Brattle St., Cambridge, Mass. 02138

May 16, 1975

Mr. Peter Bowen
Bureau of Grants and Regulations
State Department of Education
Providence, Rhode Island 02908

Dear Mr. Bowen:

Enclosed are twenty copies of the Final Evaluation Report of fifteen Career Education projects in Rhode Island in accordance with the grant agreement between the Rhode Island Department of Education and the New England Resource Center for Occupational Education.

Again, as we did last year, William Loughery and myself enjoyed working on the evaluation. All of the project directors and participants were most cooperative with us. We found them to be an enthusiastic group and very appreciative of the grants they received from your Bureau.

We trust that the report includes the information you desired regarding the projects.

Very truly yours,

Thomas H. Sandham
Executive Director

THS:njd

3

EVALUATION

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FIFTEEN RHODE ISLAND CAREER EDUCATION PROJECTS

by the

NEW ENGLAND RESOURCE CENTER FOR OCCUPATIONAL EDUCATION

for the

RHODE ISLAND DEPARTMENT OF EDUCATION
BUREAU OF GRANTS AND REGULATIONS

NERCOE Staff Participants

Thomas H. Sandham	Executive Director
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May 16, 1975

CONTENTS

	Page
Letter of Transmittal	i
NERCOE Staff Participants	ii
Summary and Preface	1
Listing of Projects	3
Evaluation Schedule	4
Evaluative Design and Procedures	5
Scope of the Program - Tables	6
Commentaries on the 15 Projects	16
On Site Evaluation Ratings	35
Evaluation Rating Sheet	35
Bar Graph Chart	36
Analysis of Evaluation Matrix	37
Significant Findings	40
Conclusions	43
Recommendations	45
Appendix	46

SUMMARY AND PREFACE

This evaluation was conducted by the New England Resource Center for Occupational Education (NERCOE) for the purpose of measuring the extent to which fifteen Career Education projects, funded by the Rhode Island Department of Education for the school year 1974-1975, were underway and progressing in the task of implementing their objectives. All school on-site visits were made during the month of April in order that reports might be completed during May, 1975 prior to the close of project activities in the schools. These were all mini-grants and while they had a common Career Education goal the individual projects differed in many respects. Four did not start until the second semester of the school year while others ran for a full ten months.

All possible types of school administrative organization were represented. Projects ran the gamut from grade two participants to high school seniors. One was conducted in an independent private school and another in the school at a children's home sponsored by the state. The other thirteen represented public elementary and middle schools.

Some of the elementary as well as most of the middle and secondary schools were departmentalized so that one teacher would meet several different groups of students during the course of a school day. This arrangement made it more simple for a subject oriented teacher to get better use from the materials and equipment purchased and to provide a more uniform program for larger numbers of students by integrating the Career Education curriculum with the subject speciality for several classes. However, when field trips are made the departmentalized teacher may have non-participating classes which remain at the school and require coverage by substitute teachers.

Several programs were conducted in elementary schools with self contained classrooms where the teacher saw the same pupils all day long. This made it possible for Career Education topics to be integrated into all school subjects. When field trips are planned the entire class goes together and no substitutes are required.

More than fifteen different teaching techniques and activities were used by the participating teachers, the most common of which included group field trips, resource speakers, class discussions, role playing, and using film strips. Class work involving Career Education was pleasant learning for the pupils because it was not presented in the same stereotyped manner to which they had been accustomed. Considerable "hands-on" manipulation of materials and processes involved in the occupations under study also became an important part of the programs.

The evaluation design included a questionnaire for each of the forty-one participating teachers, personal conferences with school principals, Program Directors, teachers, and pupils from each of the programs, selected at random. Classroom observations of Career Education lessons and activity periods were made in each of the schools. All on-site visits were made, and the schools rated by the same pair of observers using a rating instrument especially developed for the purpose.

An evaluation matrix, listing all fifteen programs was prepared for the purpose of comparing the strengths and weaknesses of one project with another. Separate capsule commentaries were also prepared for each program. The grant to NERCOE provided for an external evaluation with the proviso that no responsibility for the preparation, administration, scoring, or analysis of tests would be included. Project Directors were in charge of the pre-testing and post-testing as well as their scoring.

All teachers reported enthusiastic reactions from their students to the introduction of Career Education as a part of their regular classwork. Principals reported indications of attitudinal and behavioral improvement in the pupils as reflected in attendance, interest in school, and respect for authority. Classroom and corridor bulletin boards reflected their activities and their resultant learnings concerning awareness of self and career opportunities.

LISTING OF PROJECTS

Number	Project Title	Schools Involved in Study
D-7582-M	Career Awareness in Communications	Washington School Coventry, Rhode Island
D-7599-M	Environmental Workings	Western Coventry Elementary School Coventry, Rhode Island
D-7577-M	Project HELP (Homemaking Elementary Learning Procedures)	Norwood Avenue School Cranston, Rhode Island
D-7584	Awareness Education	West View Elementary School Cranston, Rhode Island
D-7585	Introduction to Carpentry for the Elementary School	Stadium School Cranston, Rhode Island
D-7594-M	World of Work	Hope Valley Elementary School Hope Valley, Rhode Island
D-7595	Focus on the Future	Hope Valley Elementary School Hope Valley, Rhode Island
D-7596	Creating and Vocational Awareness	Ashaway School Ashaway, Rhode Island
D-7597	Career Opportunities in the Natural Environment	Ashaway School Ashaway, Rhode Island
D-7578	Let's Put Science to Work	Lincoln Middle School Lincoln, Rhode Island
D-7580	Reading into Careers	Lincoln Middle School Lincoln, Rhode Island
D-7590-M	Art Career Awareness/ Exploration	Roger Williams Middle School Providence, Rhode Island
D-7591-M	Career Planning	St. Dunstan's School Providence, Rhode Island
D-7598-M	Printing Without Ink	O'Rourke Children Center Providence, Rhode Island
D-7586-M	Project HOPE (Hope Offers Positive Education)	Hope School Hope, Rhode Island

EVALUATION SCHEDULE

Time	Place	Purpose	Parti
March 24, 1975	State Department of Education	Review of Project Procedures	State
March 28, 1975	Mailed to Participating Schools	Letter to Project Directors, including Questionnaires and Time of Visit Schedule	NERCO
April 2, 1975	NERCOE	Project Directors Information Sheet Completed	NERCO
April 4-25, 1975	Participating Schools	On-Site Visits	NERCO
May 2, 1975	NERCOE	Rating Scales and Capsule Commentaries Completed	NERCO
May 2, 1975	State Department of Education	Preliminary Report	State
May 16, 1975	Final Report to	State Department	

EVALUATION SCHEDULE

e	Purpose	Participants
e Department of Education	Review of Project Procedures	State Department and NERCOE
ed to Participating Schools	Letter to Project Directors, including Questionnaires and Time of Visit Schedule	NERCOE and Project Directors
DE	Project Directors Information Sheet Completed	NERCOE
icipating Schools	On-Site Visits	NERCOE and Project Personnel
DE	Rating Scales and Capsule Commentaries Completed	NERCOE
e Department of Education	Preliminary Report	State Department and NERCOE
l Report to	State Department	

EVALUATIVE DESIGN AND PROCEDURES

Immediately upon receipt of notice of the approval of the grant for evaluating fifteen Career Education projects in Rhode Island, copies of the project proposals were obtained and an evaluation team was organized. The first step was to review each of the proposals to determine the schools in which the projects had been organized and what their objectives were. A Project Director's information sheet was prepared to provide needed information not included in the proposals. At the same time a questionnaire for participating teachers was also printed in order to collect hard data pertaining to implementation procedures and activities.

A letter was mailed to each superintendent of schools involved, with a copy for his Project Director, announcing that an evaluation would be made by representatives of NERCOE. This was followed by a letter from NERCOE to inform Project Directors of the date and time scheduled for an on-site visit to the school. Copies of the Teacher Questionnaire were included with a self addressed and stamped envelope for their return. Much of the information from these questionnaires served as basic data for the preparation of tables presented in the section on Scope of the Program.

A decision was made that two evaluators would be charged with the responsibility for visiting each of the projects at the same time. It was also determined that evaluations would be made in nine broad areas of concern and that each area would be subdivided into subordinate topics. In all, forty-six separate ratings were included. The evaluators were able to keep to the schedule with a few minor adjustments and all projects were rated by each evaluator separately during the month of April. A conference was held each evening after visits were made and each of the forty-six topics was discussed and debated to justify a composite score for each project. After all visits were completed these ratings were used as the basis on which the Evaluation Matrix was prepared.

A capsule commentary was prepared for each project as a means by which a less formalized view of the operation could be presented. Usually these commentaries included, in narrative form, summaries of the highlights of a project as they were observed during a three hour visit.

With visits completed and data collected six weeks prior to the close of school in June a preliminary report was made to the State Department of Education, as requested, during the first week of May. This made it impossible to present any findings on post-testing because it had not yet been started. The worth of the evaluation depends, therefore, upon the comparative ratings of one project with another. All fifteen projects were different except that they had as a common goal, career awareness.

SCOPE OF THE PROGRAM

Evaluation Purposes

This evaluation study is being undertaken for the purpose of determining the value of mini-grant projects as a means of promoting the integration of Career Education into the regular school curriculum as well as for measuring their procedures and progress toward accomplishing their stated objectives. One of the first tasks was the accumulation of as much hard data as possible and to present it in a meaningful manner that would help clarify the scope and substance of the programs under study. By using information obtained from the project proposals, teacher questionnaires, on-site observations of classroom activities, and conferences with teachers and administrators the following tables were prepared.

There is an advantage in being able to review 15 projects simultaneously because it provides a broader picture of Career Education integration from a variety of view points. It must be recognized, however, that this variety which emphasizes the differences among the projects does at the same time make it more difficult to rate a specific program.

TABLE I

PROJECT PARTICIPATION

		Total School Type & Size		Career Education Project Participants			Costs
#	School	All Grades	Total Enroll.	Proj. Gr.	CE Pupils	Project Teachers	Mini-Grant
82	Wash. Elem.	K-6	426	6	73	3	$ 1639.36
99	West. Cov. Elem.	K-6	385	3	60	3	2603.29
77	Norwood Ave.	K-4	285	4	60	3	3224.44
84	West View	K-6	368	6	66	2	3799.25
85	Stadium	K-6	333	6	52	4	2588.00
94	Hope Valley	K-6	366	6	47	1	2885.77
95	Hope Valley	K-6	366	5 & 6	23	1	3015.83
96	Ashaway	K-6	640	6	56	3	2951.08
97	Ashaway	K-6	640	3	84	4	2735.89
78	Lincoln Mid.	7-8	678	7 & 8	678	5	3202.38
80	Lincoln Mid.	7-8	678	7	253	3	2247.39
90	R. Williams Mid.	4-8	710	8	200	1	2835.00
91	St. Dunstan	6-12	75	8 - 12	29	2	1381.48
98	Children's Ctr.	K-10	67	2 - 10	59	1	2745.80
86	Hope Elem.	K-6	357	4 & 5	124	5	3275.59
					1864	41	$41130.55

NOTE: Grants ranged from $1,381.48 to $3,799.25

Five highest grants $3,015.83 - $3,799.25

Five lowest grants $1,381.48 - $2,603.29

Average per-pupil cost $22.07

TABLE II

DISTRIBUTION OF PARTICIPATING PUPILS BY GRADE

GRADE LEVEL

PROJECTS	Project Number	2	3	4	5	6	7	8	9	10	11	12	Total
Coventry	82					73							73
	99		60										60
Cranston	77			60									60
	84					66							66
	85					52							52
Hopkinton	94					47							47
	95				11	12							23
	96					56							56
	97		84										84
Lincoln	78						313	365					678
	80						253						253
Providence	90							200					200
	91							2	9	1	8	9	29
	98	8			9				15	27			59
Scituate	86			61	63								124
15 Projects		8	144	121	83	306	566	567	24	28	8	9	1864

TABLE III

SCHOOL ENVIRONMENTS

Number of Schools	Type	Environmental Influences
7	K-6	Located in semi-rural areas
2	K-6	City schools
1	K-4	City school in deprived area
1	4-8	Large city school with high percentage of black students
1	K-10	Children's home and school operated by state--assignments by social workers
2	7-8	Middle school attached to large high school
1	8-12	Small independent (private) school providing individual attention to student problems

TABLE IV

TIME DEVOTED TO CAREER EDUCATION PROJECTS

11 Projects in full operation for entire school year

4 Projects in full operation for one half school year

Overall Range of time spent per week: From 50 to 600 minutes.

Average time per week: 145 minutes

Half year project range: From 120 to 600 minutes weekly

Half year project average: 208 minutes weekly

TABLE V

NUMBER OF OCCUPATIONAL CLUSTERS EXPLORED

	Coventry		Cranston			Hopkinton				Lincoln		Providen	
	82	99	77	84	85	94	95	96	97	78	80	90	91
Agri-Business and Natural Resources		3				1			3	1			2
Business and Office										1	3		2
Communication and Media	3	1					1	2		2	3		2
Consumer and Homemaking Education			3	2						1	3		1
Construction		2			3	1							2
Environment		3							3	1			2
Fine Arts and Humanities		2					1	2			3	1	2
Health			3			1				3	3		2
Hospitality and Recreation													2
Manufacturing					3					2			1
Marine Science									3				2
Marketing and Distribution		3											2
Personal Services										1	3		2
Public Service		2											2
Transportation		2									3		2

TABLE V

NUMBER OF OCCUPATIONAL CLUSTERS EXPLORED

	Coventry		Cranston			Hopkinton				Lincoln		Providence			Scituate	TOTAL
	82	99	77	84	85	94	95	96	97	78	80	90	91	98	86	
ıral Resources		3				1			3	1			2		3	13
										1	3		2		1	7
a	3	1					1	2		2	3		2		4	18
g Education			3	2						1	3		1			10
		2			3	1							2			8
		3							3	1			2			9
es		2					1	2			3	1	2		3	14
			3			1				3	3		2			12
tion													2			2
					3					2			1			6
									3				2			5
tion		3											2	1		6
										1	3		2	1		7
		2											2		1	5
		2									3		2			7

TABLE VI

MOST COMMONLY USED TECHNIQUES
EMPLOYED SUCCESSFULLY THIS YEAR
(By Teacher Vote)

TOTAL USE	ACTIVITIES AND TECHNIQUE	TOP TEN ORDER OF EFFECTIVENESS
74%	Class Discussions	4
72	Group Field Trips	1
69	Film Strips	4
67	Self-exploration Activities	
67	Printed Career Materials	6
64	Resource Speakers	2
54	Construction Projects	3
51	Letter Writing	
49	Tapes	9
49	Oral Report by Students	
46	Role Playing	7
46	Notebooks	
41	Personal Interviews	10
41	Visual Aids Other Than Filmstrips	
36	Parental Assistants	
28	Audio Aids Other Than Tapes	
26	Study Groups	
23	Individual Field Trips	7
18	Career Walks	

NOTE: When comparing techniques and activities used successfully by the 41 teachers evaluated this year with the 44 teachers involved in similar projects when last years evaluation was made by NERCOE, it was discovered that the three most commonly used this year were also the three most used last year. The technique found to be the most effective last year (Group Field Trips) was also voted by teachers this year as being the most effective for use in implementing CE objectives.

TABLE VII

INVOLVEMENT OF OTHERS

In Planning and Implementation

Teacher Vote	Groups
49%	School Principals
46	Parents of Students in Programs
29	Business and Industry Management
27	Community Groups
12	Local Curriculum Coordinators
12	University of R. I.
10	R. I. State Department of Education

TABLE VIII

INTEGRATION

Of Career Education with School Subjects

(Participating teachers voted for the two subjects which they felt were easiest to use for integrating with Career Education.)

Teacher Preference	Subject Areas
59%	Social Studies
54	Science
27	Language Arts (English
15	Reading
12	Industrial Arts
10	Mathematics
5	Home Economics
5	Art Subjects

TABLE IX

VALUE OF EQUIPMENT AND MATERIALS PURCHASED

(Determined by teacher votes based upon use in classroom)

MOST VALUABLE		LEAST VALUABLE	
22%	Manipulative Materials	23%	Career Games
19	Film Strips	15	Activity Sheets
19	Tapes	5	Notebooks
15	Duplicating Machines and Typewriters	.5	Hand Tools

TABLE X

SERIOUS OBSTACLES TO IMPLEMENTATION OF OBJECTIVES

Times listed by Teachers	Obstacle Types
38%	Excessive delivery delays
17	Insufficient time for planning
14	Inflational price increases of budgeted items
11	Transportation problems
9	Changes in teacher assignments
7	Lack of sufficient school support
4	Interference with other school activities

TABLE XI

MEASUREMENT

Controls	Schools
Pre-testing	11
Intermediate testing	7
Control groups	0
Post-test planned	15

Recognition for accomplishment	Schools
Verbal	6
Included as part of subject mark	2
None	7

TABLE XII

ACCOMPLISHMENT OF OBJECTIVES

Number of Schools	Percent of project objectives anticipated to be completed by June 1st (as determined by teachers)
1	Less than 75%
10	About 80%
4	More than 90%

TABLE XIII

WHAT MAKES THE PROJECTS DIFFERENT?

Types of C. E. Organization	Schools Represented
All students in school participating (with Science as vehicle)	Lincoln Middle
All Art classes in school	R. Williams Middle
Reading Classes used as vehicle	Lincoln Middle
Only one participating teacher	Hope Valley (both projects
Principal as Project Director	Stadium
Team teaching	Ashaway (6th), Hope
Pupil-parent groups	West View
Voluntary team of assistants one day each week from High School, U.R.I., and Parents	Norwood
Work-study	St. Dunstans
Project Director released entire day once a week	Ashaway (3rd)
Film strip prepared for dissemination	Stadium
Production work accomplished	Children Center, Hope, Washington, West Coventry
Topics studied in units	Hope Valley (6th)
Nine week sessions for four groups	R. Williams Middle

In summary it should be noted that representatives from nine of the fifteen projects have had an opportunity to visit CE projects in other schools. Ten have had opportunities to exchange ideas with their counterparts in other schools. In five of the projects no participating teachers have been involved in any type of pre- or in-service training. Ninety-three percent of all participating teachers would enjoy continuing in the work of the project during the future.

Eleven projects are substantially the same as described in their proposals. Four were significantly different. Three of the Hopkinton projects underwent change due to alterations in the school organization, teacher assignments, and teacher schedules. The Children's Center had to delay their starting date until March when their printing machine arrived.

COMMENTARIES ON THE 15 PROJECTS

COVENTRY

Career Awareness in Communications

Coventry, R.I. (D 7582 M) Boys & Girls
Washington School 73/Gr. 6

All members of the sixth grade and their three teachers are included in the study of those careers involved in the newspaper, radio, and television fields. The project was designed to stimulate career awareness in the Communication and Media cluster and the activities and trips planned for this purpose have attracted the attention of every pupil in the school.

An editorial staff for a school newspaper was established and the second production was ready for duplication while the evaluation team was on location. This was a mimeographed issue and showed remarkable improvement over the first paper issued. Students knew their jobs and were anxious to show how much they had learned. The third and last production will be processed at the Coventry Vocational Facility where high school students will instruct the 6th graders in the techniques of off-set printing.

A "radio station" has been established at the school and tapes have been prepared to meet their assignment for producing a 20 minute taped version of a radio program. Now that this task has been completed the next one is to develop a video taped TV production.

Speakers have visited the school to explain their jobs and the types of work involved in the communication field. Editors from two local newspapers as well as a radio announcer have been on the list. One of the papers did a long article on the project activities and invited the student editor of WRITE ON, the project newspaper, to submit an article for publication

Until this year the school was very traditional in its approach to education. Now, with the three project teachers working as a team and with encouragement from the principal, the entire school faculty and pupils together are unified and are working together. The newspaper and the radio have become school enterprises.

The three participating teachers used their own time during the summer to write the objectives, two attended a URI workshop last summer to learn about newspapers and one is currently taking a CE course at RIC.

A delay in approval coupled with late ordering and a delay in delivery of materials and equipment prevented the start of the program until November. By using more time than was originally planned progress is now up to date. Integrating the topics in the CE curriculum with the prescribed program in Language Arts, Reading, Social Studies, Math, and Science has been accomplished without difficulty.

Washington School (continued)

Student enthusiasm is high, improvement in attitude and behavior have been noted. Even sixth grade spelling and vocabulary study have improved this year. Parents have graciously accepted responsibility for assisting on trips. Two of the teachers are preparing a report on their work for a class at RIC where they expect to explain their technique for use or role playing in the classroom.

Environmental Workings

Coventry, R.I. (D 7599 M) Boys & Girls
Western Coventry Elementary School 63/Gr. 3
7/Gr. 4

The Environmental Workings project started on the first day of school September, 1974 and is now ahead of schedule and covering more clusters than was originally planned in the proposal. Most of the equipment has been received except for a few minor items.

There is no specific time that career education is taught as a subject by itself, but instead it is totally integrated into the entire curriculum. Participants are made up of two third grade groups of 25 and 26 students and a split group of 12 third graders and 7 fourth graders. Involved in the latter group are three special education students by request of the parents.

Parents respond by joining in the various trips. More would be involved, but limited seating space on the buses inhibits this. There is excellent cooperation on the part of the school principal. He initially encouraged staff to submit proposals to the State Department of Education and his continued support of the projects is most noticeable. His assuming much of the responsibility for transportation and speakers helps to balance out the additional work being handled by the career education teachers.

A unique feature noted in the school was a two page questionnaire that was sent home to parents requesting information on their careers, hobbies, etc. and their willingness to participate in school functions as resource people. About 20 parents responded. One reason for the principal's concern about parental involvement might be due to his experience as a school committee member in a nearby community. The involvement of teachers and students from the Coventry Area Vocational Facility was also noted.

Another measureable result of Career Education in the school was the increased attendance observed since the beginning of the project in comparison to attendance other years.

A Christmas wreath project was conducted during the holidays and the funds received from the sale are in a special fund to be used for a trip to the Boston Science Museum not planned for in the original budget.

Western Coventry Elementary (continued)

Since these classes are self contained it doesn't create a problem for teachers and students to participate in out-of-school activities, e.g. environmental walks in the area, visits to poultry farms and nurseries. Before each trip, a preparation lesson is conducted to prepare students for the visit. Such topics as types of jobs, experience needed, costs, salaries and needs of industry/labor are covered.

With the equipment purchased this year available and the positive response from parents and students the staff is planning to continue the program during the next school year on their own. This, of course, is an excellent example for continued support of mini-grants in career education throughout the state. Managing this operation is a very active Project Director who inspires students and other teachers.

CRANSTON

Homemaking Elementary Learning Procedures

Cranston, R.I.	(D 7577 M)	Boys & Girls
Norwood Avenue School		60/Gr. 4
		12/Gr. 5

This school has the second largest Title I population in the city of Cranston with a high percentage of the children coming from unsettled home environments.

The project was developed to help pupils understand their responsibilities within their homes, especially for preparing meals, performing household chores, and supervising younger children. An attempt is being made to provide necessary basic skills and understandings to function safely and efficiently, within their home and neighborhood environments.

It is unfortunate that this program was not conceived earlier so that it could have been underway before February. It is very well planned, has a remarkably good start and is being excellently managed. Most important is the fact that the objectives grew out of a recognized need for special assistance to the children.

Sixty grade four plus twelve third graders participate in three activity groups, each operating in a separate pursuit. The groups are labeled: Clothing care, (repair, and construction); Foods Selection, (shopping, and preparation); and Housekeeping (woodworking care, and maintenance of home). These groups rotate so that from four to six weeks is spent with each pupil in each of the areas.

In addition to the three regularly assigned fourth grade teachers, the school nurse, and one teachers' aide, a group of volunteer workers assisting in the program includes three URI seniors (each majoring in Home Economics), six mothers of the pupils, one father (a carpenter by profession), and four high school seniors who work as a team to demonstrate their interest in assisting worthwhile community projects.

The school principal, who is the Project Director, is the driving force behind the activities. She is deeply committed to the objectives and is actively involved in all phases of the work. Both student and teacher morale is high. Volunteer workers are enjoying the experience and school behavior and attendance has improved. The experiences are also being shared with teachers in nearby schools as well as with all teachers within the school.

Friday is referred to as Project Day and, from 1:30 to 3:00 each week, 90 minutes are concentrated on the group activities. Pupils are enthusiastic and take pride in their involvement. A personal progress chart is kept for each child and when a step is accomplished satisfactorily a notation of completion is made and the participant is ready for the next task on his list of things to be learned. Boys have done some outstanding work with needle and thread and girls have demonstrated skillful work in woodworking.

Norwood Avenue School (continued)

Another phase of the project involving Consumer Education and economics in purchasing and planning for the home is integrated as part of the fourth grade Math program. It is carried out with the same students and their regular classroom teachers at times other than Friday afternoons. Visits to neighborhood stores have started and will include in addition to the supermarket, a bank, laundromat, and large cut-rate drug store. All are within walking distance from the school. Guest speakers have been invited to address the children and they have already had a banker who explained the food stamp program to them.

The stated objectives are not easily measurable by pencil and paper testing, but there is little doubt that the general purposes are being accomplished. Four in-service sessions have been conducted thus far. It is possible that the development of skills is emphasized more than career awareness during the Friday meetings.

Awareness Education

Cranston, R.I. (D 7584 M) Boys & Girls
West View 66/Gr. 6

This project emphasizes student-parent participation in consumer awareness education. It consists of a series of activities which include a parent program orientation session and several parent-student meetings. These meetings have been held on three occasions from seven to nine P.M. with speakers from Rhode Island College, Better Business Bureau, and Consumer's Council. Over 100 attended the first session with approximately 50 at each of the other two. Evening meetings were held because the school is located in an average middle class neighborhood with many of the parents working during the day. Parents also volunteer as resource people on the various field trips and class sessions.

In-school classes on consumer education are usually scheduled each Friday afternoon from 1:00-2:15 P.M. At other times it is integrated into the regular curriculum. Some of the approaches used by the students have been visits to local retail establishments where they taped interviews with managers and customers on their views about price changes and budget ideas. Commercials on radio were also taped and studied for techniques and procedures. This was followed up by making their own products, preparing commercials and advertisements and packaging the finished product for market.

Other experiences included: charting price changes through newspapers, reviewing advertisements and commercials and making a comparison with the product as purchased; construction of consumer education question boxes in science classes; doing a cost study at a local hospital; and reviewing contracts for interest charges, rates of interest, finance charges, unclear clauses, and unreasonable terms.

West View (continued)

Three editions of the project newsletter, "Consumer Rumor" have been issued with a final edition scheduled before the end of the school year. This is handled by student "staff". A summary sheet has also been prepared and distributed by Project Director which highlights many of the activities completed and those planned for the future.

Workshop For Introduction to Basic Carpentry For the Elementary School

Cranston, R.I.
Stadium Elementary (D 7585 M) Boys & Girls
52/Gr. 6

The principle thrust of this proposal is based upon instruction in cardboard carpentry. All sixth grade students participate for a total of 23 class hours. Because the materials for the project were not received until February, modifications to the original schedule were made. This resulted in a shortened monthly time span and consisted of one large group instead of two smaller ones. However, additional time each week for the remaining school year has been scheduled. During the recent vacation 44 students and four faculty members, plus the principal, spend a day working on the project to make up some of the lost time. Instructors include a director, two teachers and a student teacher. In practice each pupil develops a construction detailed plan which results in a finished product for his own use. Also, two more completed products are planned for each participant, one for the school and one for the parents or home. These consist of a variety of objects such as bookcases, tables, study corrals, tool boxes, etc. and are made from a cardboard material called Tri-Wall Board.

Since this school does not contain shop areas the cafeteria is utilized (when not in use for lunch) as the project work area and the auditorium stage is used as the storage place for the finished products. In many cases these are very large and take up a great deal of space.

Parents have been involved through an Advisory Board which was appointed as a sub-committee of the school P.T.A. This group reviewed and approved the original proposal before it was submitted to the School Committee and State Department of Education.

One of the best disseminating plans the evaluators have reviewed this year has been developed here. It consists of a tape-slide show which describes the project. This was a coordinated effort involving other staff in addition to regular participants. A fifth grade teacher helped prepare the slides, another teacher did the narration, and the school photography club developed some of the film. The material will be available for use within the school system and to other agencies.

Stadium Elementary (continued)

Much of the success of this project is based upon the involvement of the principal as Project Director. His experience with Title I and III projects helped pave the way for this endeavor. In addition, his awareness for the need of career education within the curriculum made it more meaningful.

Each year an art exhibit is held at the school by the students for parents and guests. It is planned to include the Career Education products in this event.

HOPKINTON

World of Work

Hopkinton, R.I. Hope Valley Elementary	(D 7594 M)	Boys & Girls 47/Gr. 6

The geographical location of this school community provides limited job opportunities and obviates the need for a career awareness program. "World of Work" is a project organized for the purpose of exposing sixth grade pupils to a wide variety of occupations within three career clusters: Agri-Business and Natural Resources, Health, and Construction.

When the application for a Mini-grant was submitted the school was organized on the basis of self-contained classrooms for all grades. With the opening of school in September, 1974 both administration and organizational changes were made and the Hope Valley Elementary School became departmentalized. This resulted in some necessary alterations to the agreement. Instead of integrating the program with Math, Social Studies, and Language Arts it became Science that was used for the vehicle along with one 40 minute home room group. The only participating teacher (project director) now has a schedule which provides for her meeting with only 47 rather than the 60 sixth graders as planned.

Students meet with the teacher 220 minutes per week and from this time both Science and Career Education share the student's attention. The objectives are met by a curriculum which divides the study into four units. Two of these units have now been completed and unit tests administered. Students work by groups in the classroom.

A parent's meeting was arranged in October to explain the objectives and procedures to be followed and in November an oral report was made to the School Committee.

Released time was arranged for writing the grant application but, because provisions for substitutes were not included in the budget, further release of time has not been possible and field trips have been curtailed. (It was possible, however to include a two day camping trip at Camp Yawgoog.)

Students made a survey, within their school, of parent occupations to determine the range of careers in their community. Musical instruments were constructed and will be used by students from another program (Focus on the Future) which operates within the school. A Career Fair is in the planning stage for the end of the school year.

The school principal recognizes a need for continued career education for students, staff, and the community but is limited by budget and by location. There is a great need for outside speakers and specialists from disciplines other than education if further study of career opportunities is to be promoted.

Focus on the Future

Hopkinton, R.I. (D 7595 M) Boys & Girls
Hope Valley Elementary 12/Gr. 6
11/Gr. 5

A group of 23 pupils from grades 5 and 6, most of whom come from environmentally and culturally deficient homes, are included in project "Focus on the Future". This is a Title I school. The organizational change that assigned pupils and students on a departmental basis, rather than the self contained classroom structure, which was in vogue last year when the application was written, has required several readjustments in procedures. Instead of this group being comprised of 15-20 sixth grade students with learning and/or emotional disabilities it now consists of 12 sixth and 11 fifth grade students assigned on the basis of homogenous grouping. Although the proposal called for integrating Career Education with both Language Arts and Social Studies the one participating teacher (and project director) no longer teaches Social Studies.

The principal of the school is pleased to have programs in career studies because he understands the need and cooperates with the teacher whenever it is possible for him to help. Buses can be made available to transport students on field trips but replacement of the teacher with a substitute presents budget problems which are beyond his control. Last year, when the students were in self contained classrooms, no teacher coverage was needed if a trip were scheduled because the teacher took her students with her. This year, on the departmentalized plan, the teacher may take 2 classes with her but she leaves her other classes uncovered.

With a parent's meeting in October and an opportunity to explain the objectives and procedures the program got off to a good start. Two career clusters: Communication and Media and Fine Arts and Humanities get the center of attention. One of the first activities was that of permitting students to take tape recorders home over night with the understanding that they were to tape interviews with local workers about their means of livelihood. This resulted in some very interesting class discussions.

Several plays have been produced and filmed. Musical instruments were constructed and a musical program including them will soon be filmed. To date, however, there have been no field trips made. Several school newspapers have been produced and distributed with success but there have been no outside resource people brought into the classroom. No printed materials on careers were purchased but the school librarian has been helpful by furnishing appropriate literature for reading. Plans are set to bring the "Looking Glass Theatre" to the school as a substitute for traveling by bus to see a play.

The Art teacher learned of the project and volunteered to assist--but there is no indication that the Music teacher has been informed that career studies in the Fine Arts are being made. There appears to be a need for greater coordination of efforts within the school so that more teachers and students are aware of the value of career education.

Creating and Vocational Awareness

Hopkinton, R.I. (D 7596 M) Boys & Girls
Ashaway Elementary 80/Gr. 6

Geographically, Ashaway is isolated from many career resources. The occupational acquaintances of a majority of the elementary school students are limited to agricultural or industrial blue collar workers. The purpose of this program is, therefore, to widen their horizons and to increase their knowledge of the world of work. Two career clusters: Fine Arts and Humanities, and Communications and Media were selected for study because they demanded a high degree of creativity.

Fifty-six grade six students work with their teachers in two adjoining rooms integrating career education into their daily study of Language Arts, Math, Social Studies, and Science. Letters prepared by the students were mailed to scores of important personalities requesting information about their occupations. Many agreed to return tape recordings of their experiences and among them was a communication from the White House. (Before writing the letters the students were instructed in the use of the typewriter.) A school newspaper is being prepared and distributed monthly. Field trips have been taken to the Gardner Museum in Boston, R. I. School of Design Museum in Providence, and the campus of U. R. I. Six parents assisted as chaperones on the buses. Guest speakers have talked to the pupils on such occupations as Leather Worker, Violinist, Orchestra Conductor, and Reporter. (Occasionally another group of sixth graders are invited to listen-in on some of these unusual programs.)

Both the school principal and the superintendent were out of town on business on the day the school was visited and could not be interviewed. It was learned that some members of the community were concerned that learning the "3 R's" might not receive as much attention if career education were integrated into the curriculum but such appeared not to be the case. The "3 R's" have become more meaningful to the students because they have discovered the need for basic learning as a prerequisite for further learning. They are receiving as much basic study as in the past and in addition their school work has been enriched. They are enjoying their school day, are working harder to learn more, and are displaying improved attitudes.

The program was started in September and has been progressing on schedule. Pre-testing was done during the second week and last month an intermediate test was administered. Each student, as part of his Math work prepared a bar graph of his two test scores. There is no time allotted for in-service training for the teachers during the school day and planning for the career education project has to be done after school hours. A list of 84 careers has been identified and attempts are being made to investigate as many of them as possible.

Career Opportunities in the Natural Environment

Hopkinton, R.I. (D 7597 M) Boys & Girls
Ashaway Elementary 84/Gr. 3

This program involves all 84 members of the third grade, their three regular classroom teachers and the program director. The classrooms are self-contained and the Career Education program is integrated into the regular program. The Project Director, who was assigned the task of coordinating the Math program this year, no longer has her own classroom but instead has been given one full day each week to coordinate the CE project and to meet with the three groups on a segregated basis to teach career education. (This may be an example of a different and unusual plan for conducting a CE project.)

With the desire to provide students with an awareness of the wide range of job opportunities open to them in spite of their residence within a small town, a list of 100 occupations has been prepared and an attempt is being made to investigate as many of them as possible. These studies will focus on three career clusters: Agri-Business and Natural Resources, Marine Science, and Environment.

Pupils keep job sheets as a record of their activities. To date they have made four field trips which included visits to Camp Yawgoog, a Poultry Farm, a Fish Hatchery, and a Pond Study-Walk. Guest speakers have talked with the students in the school about such occupations as Fishing, Forestry, Forest Ranger, Lobsterman, Turkey raising and Chicken raising. In the classrooms they have an incubator and have hatched both chicks and turkeys. (Even a number of the school committee assisted in "turning the eggs" in the incubator.)

The program was started in mid September, 1974 with a bulletin which pupils took home to parents, explaining the purposes and procedures to be followed. Plans are now being made for a parents' night to be held near the close of the year and for an illustrated report to the school committee. Leadership is excellent in this program and there is evidence that the students recognize that learning can be a happy experience.

LINCOLN

Let's Put Science to Work

Lincoln, R.I. (D 7578 M) Boys & Girls
Lincoln Middle School 678/Gr. 7 & 8

Although this project was funded for the last half of the school year only, plans and preparations had been made by the Project Director during the previous year in anticipation of the grant. The school year is divided into six marking periods of six weeks each and because of this the principal permitted the five science teachers to rotate their students every six weeks also. This rotation permitted each science teacher the opportunity to see every 7th and 8th grade student in the course of the school year. It also made it possible for each of the teachers to specialize in one phase of the career clusters (as well as one phase of the science curriculum) and at the smae time provided a common "free period" for in-service training. The three clusters: Health, Public Service, and Communication and Media were assigned according to those topics in the science curriculum which made integration easiest. The organization was unique and showed evidence of serious thought and advanced planning. While the grant was for grade seven only, it was so easy to include the eighth also that the result was a program which included all 678 pupils in the school.

A letter to parents explaining the purposes for including Career Education in the curriculum was mailed in September and included information on this project as well as its companion project "Reading into Careers" which was organized for grade seven.

All five teachers used a similar technique of reserving a section in the rear of the room for Career Education and the science classes were taught using a group teaching technique. The last ten minutes of the period, however, was devoted to one of the career topics and everyone participated. Friday is Career Education day and the entire period is devoted to the study of occupations.

The Learning Activities Program (LAP) technique used in teaching science is also used in the study of careers. Each student has a folder in which he keeps the career worksheets issued to him for directed self study. Also distributed by the teacher is a "Check list for Career activities" as well as sheets pertaining to a guide for interviewing, an explanation of how to earn extra credit for science by doing additional work on career education assignments, and sheets on college, jobs, and games. There is no opportunity for a pupil to say he doesn't know what to do.

A special letter to parents requesting assistance in enhancing their innovative approach to science by the inclusion of topics on Career Education resulted in, among other things, parent volunteers who were willing to take a student to work with them for a day. Needless to say, the opportunity of "shadowing" a person while he went about his daily routine at work was a most enjoyable activity for those fortunate to participate. With 678 students involved it was not possible to include every one in every activity. The student who spent the day in the sky with the "Helicopter Traffic Watch" had a very interested audience when he related his experiences.

Lincoln Middle School (continued)

There is no auditorium available for large group audiences and this limited the number who could attend meetings with speakers. Even if three buses went together they would come far from accommodating all who wanted to go. Numbers alone made it difficult to include everyone in all the activities. While the plans on paper showed it to be quite possible for the entire school to be involved in the program, in actual practice participation on field trips and in audience situations responding to resource speakers (the two most different and enjoyable approaches to learning about careers) had to be slighted because of numbers.

Reading Into Careers

Lincoln, R.I. (D 7580 M) Boys & Girls
Lincoln Middle School 253/Gr. 7

Integrating career education into the existing seventh grade reading program is the main goal of this project. Thirteen reading groups, of a total of sixteen, participate with a teacher staff of three. The upper three groups in enrichment units are not involved. Five career clusters are covered which include: Public Service, Communications, Transportation, Business, and Marketing.

The school principal gives positive support to this project. He has arranged the schedule to allow for a daily planning period during the same time block for each of the teachers. This gives them an opportunity to review previous class experiences and for planning time. The excellent coordination of scheduling, planning, and cooperation of all concerned has given this project forward thrust noticeably recognized by the total faculty. The system curriculum coordinator is also aware of the importance of career education in Lincoln and supports it as a system-wide endeavor.

A measurable example of the above is the impact of the career education program at the Northern Lincoln Elementary School (K-6). Students that were exposed to career education there in the sixth grade last year were concerned about its being part of the seventh grade curriculum at the middle school this year. This continuity was further enhanced by the Lincoln School Department career education director who assisted the middle school staff in developing and implementing their program.

The staff has noted a greater interest by the students this year in reading. According to them it has made the program more realistic and meaningful. This particular subject is now not something that has to be endured, but one to look forward to each day.

Each Friday the reading classes concentrate entirely on career education but it is integrated into the regular program at other times. Having a specific time period each week allows for large group meetings with guest speakers, for field trips, reviews, etc. Because of the large number of students in the program it

Lincoln Middle School (continued)

is difficult to schedule everyone at the same time. A procedure has been developed for those who go on trips to make slides of the highlights and to review them with the other members who did not participate.

As a final wrap up this year the class is planning to publish a newsletter which will be distributed to parents, administrators, students, and resource people.

PROVIDENCE

Art Career Awareness Exploration

Providence, R.I. (D 7590 M) Boys & Girls
Roger Williams Middle School 200/Gr. 8

More than 80% of the pupils involved in this project are Black and they represent a disadvantaged environment in the center city. The program is designed to give pupils an awareness of career alternatives plus the idea that work can be satisfying if it suits the individual. Class assignments are structured toward the development of self awareness. By bringing the world of work into the classroom art education is made more relevant to the students than it might normally be.

Careers in the Fine Arts cluster have been studied from two points of view, those which are Consumer Oriented (and receive 80% of the attention), and those labeled as Production Oriented (which get 20% of the emphasis). No group of eighth grade students spends more than nine weeks with the art teacher, meeting only two days each week. With two groups each quarter, a total of eight groups of twenty-five participate. The art curriculum and the career education curriculum are identical. Only the purposes and methods of instruction have changed.

The first lesson for the fourth quarter group began with the directions, "Pretend you are an architect and draw a floor plan for a kindergarten building with five rooms." From this point a discussion of what the architect must know and must do ensued and the result was a variety of drawings which provoked more discussion. All work is done within the classroom. No trips are taken by the groups and no resource speakers have been invited in from outside the school.

Pre and post tests have been administered each quarter. When the first quarter began all supplies and equipment had not been delivered. As more of the deliveries were made it was noted that scores on the post tests improved. There were, however, wide variences in the results obtained each quarter.

The participating teacher (also the Project Director) is currently enrolled in a city sponsored CE workshop. She now feels that her objectives were too ambitious for a nine week program which required a "shot gun" approach if they were to be accomplished. The program received coverage in the Providence School Department Newsletter and The Providence Journal is arranging to do a story about it.

Art 8 is an elective which provides report card credit but it involves only 18 forty-five minute periods for a given student during the entire year. To accomplish the prescribed art objectives and to also integrate career awareness exploration during such a limited period is not a simple task--yet the teacher plans to continue the program again next year even though no grant money will be available.

Career Planning

Providence, R.I. (D 7591 M) Boys & Girls
St. Dunstan's Day School 32/Gr. 8-12

With a total enrollment of only 75 students this 5-year secondary school operates in an eight room school building. Thirty-two including representatives from each grade are involved in the project. It is a private non-profit school in its second year of existance.

The project operates as three separate programs (or components). Component A is an enrichment phase which includes all grade 8-10 students as an integrated part of their English and Science classes. Field trips and resource speakers form an inportant part of this career awareness unit. While the work concentrates on two clusters, Communications and Public Services, some consideration is given to 14 of the 15 clusters.

Component B was an eight week elective course, carrying diploma credit, and was completed by 8 seniors and 8 juniors at mid year. Short term observation posts in a variety of occupations were alternated with classroom activities to complete the proposed objectives.

Component C, an eight week independent work co-op program open to seniors, was designed to provide hands-on experiences for eight students, but only one elected the program.

An interesting technique referred to as "career shadowing" proved to be very successful for career exploration. Most of the materials purchased were of the printed word. Books provide an important part of the instruction program. The SRA Exploration Kit proved to be very useful but the SRA Information Kit was of doubtful value. The school counselor worked closely with the two participating teachers by conducting follow-up conferences after the students underwent periods of exposure to several career experiences. Parents were asked to assist and proved useful by assisting with student placements for observation posts.

This school offers no practical arts studies and therefore is able to use the Career Planning project as a means of filling a void in their program of studies. With credit being used as a reward for participating and with a large part of the money granted for classroom use going to the purchase of printed materials, one gets the impression that this program is more academically oriented than most CE projects operated under mini-grants.

Printing Without Ink

Providence, R.I. (D 7598 M) Boys & Girls
O'Rourke Childrens Center 59/6-16 years

Printing Without Ink is a program based upon an Embossograph, a piece of equipment that produces a multiple variety of signs, nameplates, etc. The project has been designed for socially disadvantaged boys and girls between the ages of 6-16 years.

Because of a delay in the delivery of the equipment, "hands-on" operation did not begin until March. Since that time, however, much has been accomplished by the number of products visible throughout the facilities.

The participating teacher, who is also the Project Director, meets with four groups of students each day for approximately one hour. They are arranged as follows:

6-8 years (8 boys
9-11 years (9 boys
12-14 years (13 boys
2 girls)
15-16 years (27 boys) sub groups of 5 each.

As this is a transient population (the average stay is about 4-4½ months) a total of about 100 are enrolled each 40 week school year. This creates a curriculum problem as the program must be of a rehabilitation nature, create an interest for the students and attempt to develop positive habits and attitudes toward work in a short period.

There is a definite tie in with manufacturing, distribution, and marketing/sales clusters. The students concentrate on those aspects that will give them skills for "earning a living." Several of the skills that can be learned involve selection of colors, spelling, measurement, size, shape, centering, cost analysis and quality of workmanship. Most important, a product that can be marketed results.

The enthusiasm of the director and the keen interest on the part of many students in the project was noted by the evaluators as they visited classrooms in the academic facility. It should be noted that any progress that is achieved by these students is a positive step forward. The majority of them are housed at the Center because of personal, school, home or other problems and to have a person interested in their welfare reaches them.

There is no attempt to formally pre-test or post-test these groups or to follow through after they leave the Center. However, the director has, in an informal manner, placed several in jobs.

It was suggested that contact should be made with the Industrial Arts Chairman at Rhode Island College to have some of the Industrial Arts students participate in the program as is done in the Academic Area.

SCITUATE

Hope Offers Positive Education

Scituate, R.I. (D 7586 M) Boys & Girls
Hope Elementary School 124/Gr. 4 & 5

With the Project HOPE Activity Log showing evidence of completion of ten field trips and talks by four resource people occuring prior to the arrival of the evaluation visitors, plus a month by month plan for pupil activities within the school, plans for implementation of the objectives are clear. The ultimate goal is to produce a yearbook involving various opportunities in the field of publishing. The field of publishing is the basis for the project and receives the most concentrated attention. Three other clusters: Fine-Arts and Humanities, Agri-Business and Natural Resources, and Public Service receive a lesser degree of exploration, as proposed in the original agreement.

Career Education instruction is integrated with all 4th and 5th grade learning throughout the school day and in addition a separate activity period is provided each week for the exclusive use of CE programs. Each of the five participating teachers has a self-contained classroom but with the principal's permission they have freedom to adjust schedules among themselves to satisfy CE objectives. At least two days a week all five meet together 45 minutes before school starts. Students working on photography for the yearbook were in school a half hour before opening on the day the on-site visit was made.

The activity period is organized to represent a news publishing establishment. Each room is arranged to represent different phases of the work. The editor and his assistant each have their own secretaries. News reporters, copywrtiers, and proof readers have their designated spaces. Cameramen, darkroom workers, enlarging specialists and camera loaders all work together with a common purpose. They even have a training section for those who wish to learn other tasks or to change jobs. Lay-out personnel and binders are preparing samples of what they expect the final product to be like.

Considerable thought and planning have been done to promote implementation of the objectives. A slow moving math class was observed estimating the per person cost of cameras used by several students. Social studies classes were preparing posters representing the variety of jobs necessary in Public Service to satisfy the needs of the citizenry.

Rooms were swapped with other teachers in order that CE participants might be located on the same floor nested together. Parent volunteers were organized to chaperone field trips. Physical Ed., Music, Art, and Special Ed. teachers all cooperated voluntarily. "Innovative creativity" appeared to be the attraction which intrigued other members of the faculty into participation.

Only one blanket permission slip was requested from parents whose children might need to leave the school premises during the year and a week before a trip takes place, notice of all those involved is sent to all parents. This technique is simple and has worked very well.

Hope Elementary School (continued)

Although this has been a very successful year, with a high degree of student enthusiasm, a different plan of operation is being planned for next year. A significant difference in the maturity of fourth and fifth grade students has been noted and as a result separate CE activities for each grade will be established. This new plan would also provide a continuity from grade four to five.

New England Resource Center for Occupational Education
44 Brattle Street
Cambridge, Massachusetts 02138

NERCOE EVALUATION OF
R. I. STATE DEPARTMENT OF EDUCATION/CAREER EDUCATION PROJECTS
ON-SITE RATING SHEET
1975

Program Title_____ Project #_____

Location of school_____ Date_____

Number of students participating during visit _____

* *

Rating Scale 0 - 4 (with 4 representing excellence)

Summary of Numerical Ratings

I.	Responsiveness to Stated Objectives	_____
II.	Implementation of Plan of Operation	_____
III.	Management and Administrative Support	_____
IV.	Dissemination of Project Information	_____
V.	Curriculum	_____
VI.	Instructional Program	_____
VII.	Facilities and Equipment	_____
VIII.	Professional Personnel Involved	_____
IX.	Pupil Personnel Services	_____
		**********
	GRAND TOTAL	**********

Summary Comments:

I. RESPONSIVENESS TO STATED OBJECTIVES

A. _____ Are the organization and conduct of the program based on a well defined set of philosophical principles and objectives?

B. _____ Are the educational objectives realistic and attainable in terms of the students involved?

C. _____ Are the objectives understood and supported by all concerned: the administration, the instructors, and the students?

D. _____ To what extent is the program providing for increasing the self awareness of each student involved?

E. _____ To what extent is the program involved in developing favorable attitudes about the personal, social, and economic significance of work?

F. _____ To what extent is the program providing for increasing the career awareness of pupils in terms of the broad range of options open to them in the world of work?

G. _____ Extent to which the project is providing for career orientation and/or exploration for each pupil in terms of a range of career clusters (minimum of three).

H. _____ Although improvements in the project plans may have been made, no major deviations from the original objectives and goals have been established.

_____
Total Score

II. IMPLEMENTATION OF PLAN OF OPERATION

A. _____ The objectives of the program are being implemented as planned.

B. _____ The activities for achieving the objectives are appropriate and are technically sound.

C. _____ The third party project evaluator has been furnished data which measure the extent to which the objectives are being accomplished to date.

D. _____ Participating teachers have been able to integrate career development concepts into regular school program.

E. _____ Project objectives are being accomplished as planned and the program is proceeding on schedule.

_____
Total Score

III. MANAGEMENT AND ADMINISTRATIVE SUPPORT

A. _____ The school administrative organization is aware of and provides support and encouragement for the program components.

B. _____ The State Department of Education has been kept informed of the progress of the project at least two times during the year.

C. _____ The administrative officers make personal contact with their subordinates at least once per month regarding problems and progress of implementation.

D. _____ The local school committee has been kept informed of the progress of the project.

E. _____ Special provisions have been made for released time for visiting days or in-service workshops (at least one class period per quarter).

F. _____ Fiscal compliance with state budgeting procedures has been accomplished as agreed.

G. _____ A program for determining the degree of student progress at regular intervals has been established for measurement purposes.

_____

Total Score

IV. DISSEMINATION OF PROJECT INFORMATION

A. _____ There is an attempt to publicize the various aspects of the program so that they reach the awareness of other educational agencies and/or the public in general.

B. _____ There is evidence that the project is affecting the programs of other educational agencies and/or institutions in the state or community.

_____

Total Score

V. CURRICULUM

A. _____ Does the curriculum reflect the stated educational philosophy and objectives of the program?

B. _____ Does the curriculum reflect the employment needs of business and/or industry?

C. _____ Do instructors adhere to the curriculum for their subjects?

D. _____ Is the curriculum based on the student needs?

E. _____ Does curriculum provide for realistic student experiences?

F. _____ Is there an organized schedule for curriculum review and planning?

_____

Total Score

VI. INSTRUCTIONAL PROGRAM

A. _____ Are teaching techniques and activities generally consistent with sound educational practice?

B. _____ How adequate is the variety of instructional materials?

C. _____ Does Program Director exhibit leadership qualities?

D. _____ Is there evidence of careful preparation for instruction?

E. _____ How suitable and adequate are the printed materials for the grade level in which they are being used?

_____

Total Score

VII. FACILITIES AND EQUIPMENT

A. _____ Is there an effective program for storage and control of materials and equipment?

B. _____ Are facilities, materials, and equipment adequate and appropriate for educational program?

C. _____ Is equipment accessible and is cooperative use of the facilities effectively arranged?

D. _____ Equipment and materials requested have been received, are easily accessible, and in use.

_____
Total Score

VIII. PROFESSIONAL PERSONNEL INVOLVED

A. _____ The project staff consists of individuals who understand and implement their project objectives.

B. _____ The project personnel effectively perform their duties.

C. _____ The project has used, where appropriate, outside consultants and specialists from disciplines other than education.

D. _____ The teachers and/or program directors are able to identify problems of instruction and are seeking solutions.

_____
Total Score

IX. PUPIL PERSONNEL SERVICES

A. _____ How inclusive is the orientation program for new students?

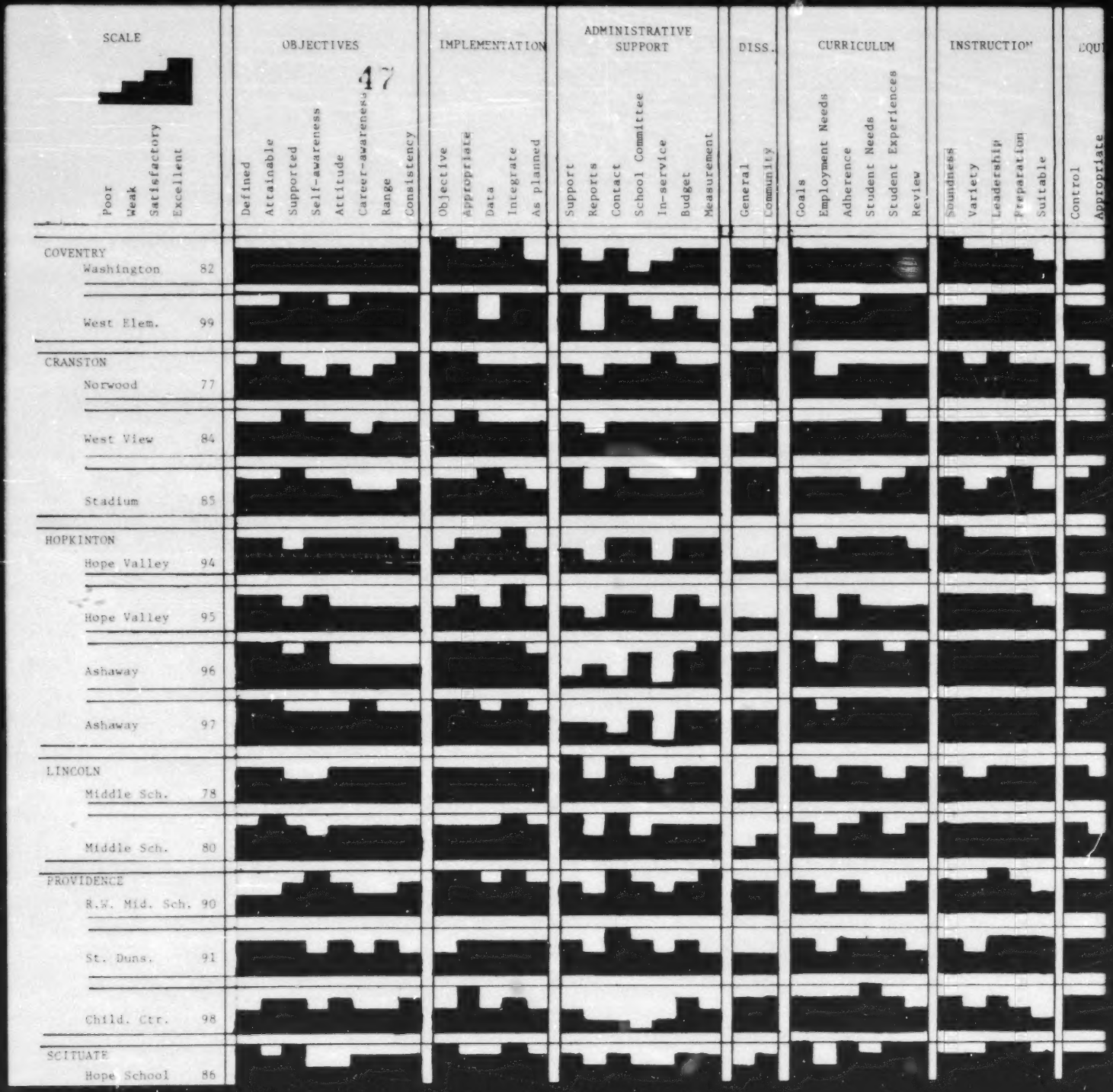
B. _____ How adequate is the counseling service for the individual student?

C. _____ How adequate are students' cumulative records showing individual progress?

D. _____ Is a personal folder kept for each student noting attitudinal changes?

E. _____ To what extent are academic handicaps identified and met?

_____
Total Score


SCALE
Poor
Weak
Satisfactory
Excellent
47
OBJECTIVES
Defined
Attainable
Supported
Self-awareness
Attitude
Career-awareness
Range
Consistency
IMPLEMENTATION
Objective
Appropriate
Data
Integrate
As planned
ADMINISTRATIVE SUPPORT
Support
Reports
Contact
School Committee
In-service
Budget
Measurement
DISS.
General
Community
CURRICULUM
Goals
Employment Needs
Adherence
Student Needs
Student Experiences
Review
INSTRUCTION
Soundness
Variety
Leadership
Preparation
Suitable
EQU
Control
Appropriate
COVENTRY
Washington 82
West Elem. 99
CRANSTON
Norwood 77
West View 84
Stadium 85
HOPKINTON
Hope Valley 94
Hope Valley 95
Ashaway 96
Ashaway 97
LINCOLN
Middle Sch. 78
Middle Sch. 80
PROVIDENCE
R.W. Mid. Sch. 90
St. Duns. 91
Child. Ctr. 98
SCITUATE
Hope School 86

VES
47
Attitude
Career-awareness
Range
Consistency
IMPLEMENTATION
Objective
Appropriate
Data
Integrate
As planned
ADMINISTRATIVE SUPPORT
Support
Reports
Contact
School Committee
In-service
Budget
Measurement
DISS.
General
Community
CURRICULUM
Goals
Employment Needs
Adherence
Student Needs
Student Experiences
Review
INSTRUCTION
Soundness
Variety
Leadership
Preparation
Suitable
EQUIPMENT
48
Control
Appropriate
Accessible
Use
PERSONNEL
Understand
Performance
Consultants
Problem Solving
SERVICES
Orientation
Counseling
Records
Folders
Handicaps

ANALYSIS OF EVALUATION MATRIX

The evaluation matrix on the preceding page was prepared from a series of ratings from 4 to 1 which were given to each separate project by use of the rating scale designed for the purpose. There are nine categories each of which includes several specific items for measurement. Altogether there is a total of 46 items on which ratings were made.

In a comparison of the project ratings in terms of the nine major categories only, Table A shows the four in which highest ratings were scored.

TABLE A

Categories with highest ratings

(Arranged in rank order)

VII	Facilities and Equipment
VI	Instructional Program
VIII	Professional Personnel Involved
II	Implementation of Plan of Operation

Table B lists in reverse rank order those major categories in which lowest scores were recorded.

TABLE B

Categories with lowest ratings

IV	Dissemination of Project Information
III	Management and Administrative Support
IX	Pupil Personnel Services

A review of item ratings showing either excellent or satisfactory revealed that 93% of all projects had high scores in the items listed in Table C.

TABLE C

Highest ratings for all projects

1 B	Attainable objectives
2 B	Appropriate activities
2 D	Integrating with regular curriculum
5 A	Curriculum goals
5 C	Adherence to curriculum
6 A	Sound educational practices
6 C	Staff leadership

TABLE C (continued)

	6 D	Careful preparation
*	7 A	Control of Equipment
	7 C	Accessibility of equipment
	7 D	Equipment in use
	8 A	Objectives understood and implemented
	8 B	Effective performance of duties
	8 D	Identifying and solving problems of instruction
	9 A	Orientation of new students
	9 E	Identification of handicaps

* Rated excellent for every one of the projects

It should be noted that 47% of all projects had ratings less than satisfactory in all individual items listed in Table D.

TABLE D

Unsatisfactory ratings by 47% of projects

*	3 B	Providing progress reports to R.I. State Dept. of Ed.
	3 E	Released time for visiting days and/or work shops
	4 A	Dissemination of information to general public and schools in other communities
	5 B	Curriculum reflection of employment needs
	8 C	Use of outside resource specialists
	9 B	Counseling services
	9 D	Personnel folder for each pupil

* Every one of the projects rated below satisfactory on this item.

Every one of the 15 projects earned an overall composite rating equal to satisfactory or better, yet, in a review of each of the 46 specific items, some very interesting differences are noted among the programs.

A comparison of the three programs with scores which rated them highest of all with the three having total scores showing them to be the weakest ones revealed the most serious differences occurring in the items listed in Table E. They are arranged in order of the amounts of significant deviation.

TABLE E

Items distinguishing strongest from weakest projects

VIII C	Use of outside resource specialists
II A	Implementation as planned
V F	Organized schedule for curriculum review
IV B	Dissemination of information on the program
IX D	Keeping personal folder for each child
VIII D	Identifying problems of instruction and seeking solutions
VI D	Careful preparation
I H	No deviations from established goals
II E	Proceeding on schedule
VI E	Adequacy of printed materials purchased

While being fully cognizant of the multitude of variables recognized as existing in each of the 15 project programs which makes comparisons both unreal and to a degree unfair, it is nevertheless an obligation to identify those which outrated the others. On the basis of total results estimated from ratings earned as a result of on-site visits, observations and conferences, the six projects listed in TABLE F (arranged numerically and not in any order of rank) represent those determined to be "best of the breed".

TABLE F

Most successful projects

D 7577 M

D 7585 M

D 7586 M

D 7596 M

D 7597 M

D 7599 M

SIGNIFICANT FINDINGS

Integration of Career Education objectives into the regular school program plus the addition of a CE activity period of 40-50 minutes each week appears to be gaining popularity as a plan for organization.

There is a tendency toward including in CE programs only those students who want to participate.

Many programs are covering more topics than they originally proposed to do.

There is evidence of "special education" students being included in CE activities to a greater degree.

Elementary schools are using high school seniors and vocational school students as resource people. Parents are also involved.

There is need for a better way to evaluate the reading levels of printed materials before ordering.

There is an increasing number of non-participating teachers who are aware of the need for CE inclusion in the school programs.

Teachers know what they want to purchase but can't always determine where to purchase it.

School administrative reorganizations, enrollment shifts, and changes in teaching schedules, made after project agreements are signed, are creating problems in the implementation of objectives.

Elementary school teachers with self contained classrooms have an advantage over departmentalized teachers when planning field trips because they do not have unsupervised classes left behind which require the hiring of substitutes.

Although a superintendent and the chairman of his school committee both sign the agreement to participate in a mini-grant project, there is little evidence that they are really aware of the problems and successes which participating teachers experience until the year is nearly over.

Although many school systems provide professional program writers for preparing project applications, many teachers in smaller systems are in need of assistance with paper work when they desire to qualify for a grant of money.

Some teachers and some schools have been misled by the mistaken belief that equipment purchased for a project is their sole possession and will remain in the school forever--in spite of the statement of regulations issued when the project was approved.

Courses for teachers interested in Career Education are now available at R. I. College.

Workshops in Career Education are now sponsored by the R. I. Dept. of Education and by Providence School Department.

There is a need for better communication between other projects and agencies.

A limited amount of pre-project research of literature through ERIC or other similar agencies is taking place.

Purchasing procedures required by several communities delayed the delivery of supplies and equipment.

The general economic conditions which resulted in higher costs for materials from time of submitting proposals to actual date of ordering created budget problems.

Teacher Comments

Random samplings of Teacher comments in answer to the question, "What changes would improve the success of the project?"

More people should have an opportunity to participate in in-service career education programs.

I would have all subject areas involved in career education throughout the school. This would bring about cooperation and intensify the program.

Getting a few more areas involved in career education so that the importance and awareness would be more widespread.

A Career-In-Service course prior to program would be an advantage.

When all supplies and materials are in, the program could be improved by using materials in a more organized manner.

Have fewer delays in budget clearance and allow for more flexibility within the budget.

We would request purchase of more visual and audio material and change budgeting procedures.

A greater amount of planning time in which all staff members can coordinate their plans and activities would be invaluable.

More organized scheduling of itinerant teachers--to work into project, would ensure better planning for desired results.

Strive for more balance of effort among participating teachers.

Better coordination with other subject matter teachers to bring in speakers.

How can it work effectively when the community and the administration appear to be disapproving of efforts in these areas?

More informal testing is needed.

Implementation by using more materials so that more children can work with tools and materials at the same time would be an improvement.

CONCLUSIONS

Enthusiastic support from the school principal is an important factor in the success of a project.

Programs having directors who have had courses in Career Education or who have visited programs in other schools prior to applying for a grant, have a distinct advantage over those who are merely anxious to participate in what they feel is an important phase of education.

It would be an advantage to directors if they could reserve in their budgets a sum of money to be spent for purchase of suitable new materials on display during "teacher's institute" meetings or conferences which occur after agreements are signed.

Lack of success in the operation of a mini-grant program can be as valuable as success if the Program Director and his participating teachers have learned from the experience.

If mini-grants may be considered as pilot studies, it must be recognized that both in-depth concentration on only one career cluster or the shallow covering of all fifteen clusters during a school year both have serious disadvantages.

Almost all Program Directors are desirous of an opportunity to discuss their programs with someone who has seen other CE projects in operation.

Program Directors would welcome criticism as much as praise, but they would welcome it early in the school year.

The inclusion of more than 1800 students from 15 different schools in career education programs, which cost little over $41,000, is evidence that mini-grants are an economical method for disseminating information and interest in the study of occupational opportunities.

It is unfair to rank one project with another or to compare them in terms of successes because of the wide differences in their major goals and objectives. They differ in the number of teachers and students involved as well as in the types of students (by age and by environment). The amount of time devoted to project work differs, in most of the schools, and the number of weeks it has been in operation are additional factors that provide difficulty in making comparisons.

Issuance of mini-grants has served as a catalyst for further changes in curricula providing for the inclusion of Career Education topics.

All projects showed good evidence of positive reactions to the funding of mini-grants for Career Education.

Procedures for funding proposals is better organized this year, in particular the proposal review and summary sheets.

All of the projects were considered successful and are worthy of refunding. However some could continue exactly as they are while other projects are in need of review and refinement of objectives.

Several conclusions reached last year in the evaluation of nine CE Projects bear repeating again because they are also true for the fifteen now under study.

> Financing of field trips for CE projects may very well be the most important single factor for insuring success, next to having a good teacher involved.
>
> A teacher's dedication to stated goals plus a belief that pupils can "learn by doing" are also essential needs for the success of a project.

RECOMMENDATIONS

Consideration should be given to the establishment of an evaluation format for all projects which would lend itself to valid analyses and measurements for future planning and funding by the State Department of Education.

Evaluation of projects should start at time of implementation. Better coordination between LEAs, SEAs, and evaluators might then be established.

Consideration needs to be given to the thought that any grant which involves a substantial sum of money for conducting a program for one year implies continuation of the implementation of the general goals of the project for an additional year without any additional monetary inducements.

Project schools need a personal contact with someone having supervisory authority over projects, after they have been involved in implementation of their objectives for a period of two months.

Although printed forms have been distributed to Project Directors regarding the need for submitting project evaluation reports with financial reports at mid-year and at the termination of the program, there is need for an additional reminder to be mailed directly to the directors.

A simple outline of the type of information expected in the final report from a Project Director should be mailed at mid-year.

Consideration should be given to the need for a planned program for continuity of career education activities and study spiraling through the grades from K to 12.

Since group field trips were rated as the most effective technique employed successfully in the 15 projects evaluated this year as well as in the 9 projects studied last year, consideration needs to be given to providing a high priority to requests for money to finance field trips over requests for the purchase of expensive equipment which frequently is used for only a short period of the year.

The interest in obtaining hardware for the purpose of increasing the amount of A-V equipment in a school may not always be justification for the conduct of a project.

Prospective applicants for grants should be given an opportunity, prior to formal application, to peruse the final reports submitted by former Project Directors.

A State Department Newsletter on projects in operation would be of value to participants who wish to visit schools for in-service training.

APPENDIX

EVALUATION OF RHODE ISLAND CAREER EDUCATION PROJECTS

PROJECT DIRECTOR'S GENERAL INFORMATION SHEET

1. Title of Project _____ #_____

2. Town or City Involved _____

3. Name of Director _____

4. Address of Director _____

_____ Phone _____

5. Names of Participating Teachers, by School and Grade (or Subject)

Teachers	School	Grade	Subject

6. What Pre-Service Training Was Provided? _____

_____

7. What In-Service Training Is Underway? _____

_____

8. How is Guidance Staff Involved? _____

_____

9. How Are Parents Involved? _____

_____

10. On What Date Did Program Actually Start With the Pupils? _____

11. Were Pre-Tests Administered To at Least 75% of the Pupils? _____

12. On What Date Should Pupils Be Ready for Post-Testing? _____

March 28, 1975

New England
Resource Center
for Occupational Education
44 Brattle St., Cambridge, Mass. 02138

As you know, in the recent letter sent to you and your superintendent from the State Department of Education, we have been authorized to conduct an evaluation study of your career education project.

William R. Loughery and Thomas H. Sandham will represent NERCOE in the visitation of your program. Among the items we will be concerned with are: objectives as listed in your proposal, project management, personnel involved, use of equipment and materials purchased for project, and measurement of results to date.

We are planning to visit you on April , 1975 at
During the meeting we would like to have a brief overview conference, meet with your participating pupils and teachers in the classroom and then a wrap-up analysis session with you.

Enclosed are questionnaires for you and your participating teachers. We would appreciate having them completed and returned by April 11, 1975.

If you have any questions do not hesitate to contact us.

Very truly yours,

Thomas H. Sandham, Jr.
Executive Director

THS:njd

Enclosures

William R. Loughery - 401-846-0287

Thomas H. Sandham, Jr. - 617-547-4300
401-683-1582

SCHEDULE OF ON-SITE VISITS

DATE	TIME	PROJECTS
April 4	12:30 - 3:30	#D-7577-M Project H.E.L.P. Ms. Marie Lawrence, Director Norwood Avenue School 205 Norwood Avenue Cranston, R. I. 02905
April 9	8:30 - 11:30	#D-7594-M World of Work Ms. Donna Walsh, Director Hope Valley Elementary School Main Street Hope Valley, R. I. 02830
	12:30 - 3:30	#D-7595-M Focus on the Future Ms. Mary E. Richardson, Director Hope Valley Elementary School Main Street Hope Valley, R. I. 02830
April 10	8:30 - 11:30	#D-7596-M Creating and Vocational Awareness Ms. Jeanette Geary, Director Ashaway School Hillside Avenue Ashaway, R. I. 02804
	12:30 - 3:30	#D-7597-M Career Opportunities in the Natural Environment Ms. Cynthia Johnson, Director Ashaway School Hillside Avenue Ashaway, R. I. 02804
April 11	8:30 - 11:30	#D-7598-M Printing Without Ink Mr. Sol Covais, Director O'Rourke Children Center 610 Mount Pleasant Avenue Providence, R. I. 02908
	12:30 - 3:30	#D-7599-M Environmental Workings Mrs. Angela Holt, Director Western Coventry Elementary School Rt. #117, Box 74A Greene Coventry, R. I. 02827

DATE	TIME	PROJECTS
April 22	8:30 - 11:30	#D-7590-M Art Career Awareness/Exploration Ms. Sharon B. Hull, Director Roger Williams Jr. High 278 Thurbers Avenue Providence, R. I. 02905
	12:30 - 3:30	#D-7591-M Career Planning Ms. Nancy Landes, Director St. Dunstan's School 220 University Avenue Providence, R. I. 02906
April 23	8:30 - 11:30	#D-7585-M Introduction to Carpentry for the Elementary School Mr. Barry Dana, Director Stadium School 100 Crescent Avenue Cranston, R. I. 02910
	12:30 - 3:30	#D-7582-M Career Awareness in Communication Mr. Daniel Storti, Director Washington School Wood Street Coventry, R. I. 02816
April 24	8:30 - 11:30	#D-7586-M Project H.O.P.E. HOPE Offers Positive Education Mr. Harold J. Wright, Director Hope School North Road Hope, R. I. 02831
	12:30 - 3:30	#D-7584-M Awareness Education Ms. Vilma Capace, Director Ms. Jacqueline Monopoli, Director West View Elementary School 15 Mayberry Street Cranston, R. I. 02920

DATE	TIME	PROJECTS
April 25	8:30 - 11:30	#D-7578-M Let's Put Science to Work Ms. Anne LaFrance, Director Lincoln Middle School Lincoln, R. I. 02865
	12:30 - 3:30	#D-7580-M Reading into Careers Ms. Lila Carney, Director Lincoln Middle School Lincoln, R. I. 02865

New England Resource Center for Occupational Education
44 Brattle Street
Cambridge, Massachusetts 02138

CAREER EDUCATION PROJECT QUESTIONNAIRE

FOR ALL PARTICIPATING TEACHERS

Return by April 11, 1975 to -- William R. Loughery
2 Jude Street
Middletown, Rhode Island 02840

1. Town or city involved in project _____ Project #D75_____
2. Name of participating teacher reporting _____
3. Total years teaching experience _____
4. Name of school in which you work _____ Your grade _____
5. Name of school principal _____
6. All grade levels housed in school _____
7. Total student enrollment of school _____
8. What grades in your school are participating? _____
9. How many teachers in school are participating? (Gr. or subj. specialty)

   _____
10. Grade level of pupils in your group _____
11. On what date did you begin program with students? _____
12. How many minutes a week do you spend on project with students? _____
13. Was any pre-testing done with your group? _____
14. Was a control group set up for your particular class? _____
15. How frequently is your group tested? _____
16. Are marks, or other recognitions, awarded to participants? _____
17. How closely do your procedures, for implementing this project, follow those defined in the Program Application Agreement?

    Substantially the same _____ Significantly different _____
18. What significant changes have been made in your procedures since starting the project?

    _____

    _____

    _____

19. What obstacles have you met in trying to implement your program?

_____

_____

_____

_____

20. Which of these 15 Occupational Clusters do you plan to study with your group during the school year? PLEASE CHECK TO LEFT.

___Agri-Business and Natural Resources
___Business and Office
___Communication and Media
___Consumer and Homemaking Education
___Construction
___Environment
___Fine Arts and Humanities
___Health
___Hospitality and Recreation
___Manufacturing
___Marine Science
___Marketing and Distribution
___Personal Services
___Public Service
___Transportation

21. Was the guidance staff involved in the implementation? How?

_____

_____

_____

_____

_____

22. If the project could be approved for another year, would you enjoy participating again?

___ Yes ___ No

23. What reservations do you have about continuing? _____

_____

_____

24. In how many in-service training sessions (of more than 40 minutes duration) have you been involved since September? _____

25. Check any of the techniques or activities listed below which were used successfully with your students. (Double check the two found most effective.)

___ Group field trips
___ Career walks
___ Role playing
___ Tapes
___ Other audio aids (Specify)
_____
___ Film strips
___ Other visual aids (Specify)
_____
___ Resource speakers
___ Class discussions
___ Self-exploration activities
___ Personal interviews
___ Parental assistants
___ Printed career materials
___ Construction projects
___ Study groups
___ Individual field trips
___ Letter writing
___ Oral reports by students
___ Notebooks
___ Contract sheets

26. What other type of activity if included among your techniques might also have contributed to success? _____

27. Describe one of the most unusual activities conducted with your group.

_____

_____

28. Did you make use of all the supplies, materials, and equipment purchased for your class?

___ Yes ___ No

29. What materials or equipment were most valuable to you? _____

_____ Least valuable? _____

_____

30. In your judgment, what two subjects lend themselves best to the inclusion of topics about career education? _____

31. Have you visited any career education projects away from your school during the past two years?

___ Yes ___ No

32. Have you had an opportunity to exchange ideas with career education counterparts in other towns or cities during the past two years?

___ Yes ___ No

33. Which of the following groups were involved with you in the planning or implementation of your project?

___ Parents

___ Community groups

___ School principal

___ Management representatives from business or industry

___ Guidance counselors

___ Others (Specify) _____

_____

34. In what way have parents of your pupils been kept informed of your aims, purposes, and accomplishments in career education? _____

_____

_____

35. What percent of the project objectives will you have accomplished by June 1, 1975?

___ Less than 75%

___ About 80%

___ More than 90%

___ About 100%

36. If you could make changes to improve the success of the project in your school, what would they be? _____

_____

_____